

STUDENT NUMBER

LETTER

Figures  
Words


# PSYCHOLOGY

## Written examination 2

Reading time: 15 minutes

Writing time: 1 hour 30 minutes

### QUESTION AND ANSWER BOOK

Structure of book

Section	Area of study	Number of questions	Number of questions to be answered	Number of marks
A	1. Learning	22	22	22
	2. Mental health	26	26	26
B	1. Learning	11	11	23
	2. Mental health	12	12	27
				Total 98

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid / tape.
- No calculator is allowed in this examination.

#### Materials supplied

- Question and answer book.
- Answer sheet for multiple-choice questions.

#### Instructions

- Write your **student number** in the space provided above on this page.
- Check that your **name** and **student number** as printed on your answer sheet for multiple-choice questions are correct, **and** sign your name in the space provided to verify this.
- All written responses must be in English.

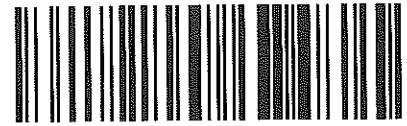
#### At the end of the examination

- Place the answer sheet for multiple-choice questions inside the front cover of this book.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**



VCE PSYCHOLOGY  
Practice Written Examination Unit 4  
Multiple-Choice Answer Sheet



STUDENT  
NAME:

Your name will be printed here

INSTRUCTIONS:

USE PENCIL ONLY

SIGN BELOW IF YOUR NAME AND NUMBER ARE PRINTED CORRECTLY

SIGNATURE:

If your name or number on this sheet is incorrect, notify the Supervisor.  
Use a PENCIL for ALL entries. For each question, shade the box which indicates your answer. All answers must be completed like THIS example:  
Marks will NOT be deducted for incorrect answers.  
NO MARK will be given if more than ONE answer is completed for any question.  
If you make a mistake, ERASE the incorrect answer — DO NOT cross it out.

A B C D

STUDENT NUMBER

9	9	1	2	3	4	5	6	A
0	0	0	0	0	0	0	0	A
1	1	1	1	1	1	1	1	E
2								F
3								G
4								J
5								L
6	6	6	6	6	6	6	6	R
7	7	7	7	7	7	7	7	T
8	8	8	8	8	8	8	8	W
9	9	9	9	9	9	9	9	X

Your student number will be recorded here for you to check

SUPERVISOR  
USE ONLY

USE PENCIL ONLY

Shade the "ABSENT" box if the student was absent from the examination.

ABSENT

☐

SUPERVISOR'S  
INITIALS

ONE ANSWER PER LINE

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D

ONE ANSWER PER LINE

25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D

Please DO NOT fold, bend or staple this form.

# SECTION A: Multiple-choice questions

## Specific instructions to students

- A correct answer scores 1 mark, and an incorrect answer scores 0.
- Marks are not deducted for incorrect answers.
- No marks are given if more than one letter is shaded in the answer box.
- Choose the alternative that is **most correct** or that **best answers** the question and mark your choice on the multiple-choice answer section as shown in the example below.

1 ☐ A ☐ B ☐ C ☒ D



- Use pencil only.

### AREA OF STUDY 1: Learning

#### QUESTION 1

Which of the following behaviours is not dependent on learning?

- A crawling
- B teaching a dog to shake hands
- C knowing your name
- D salivating at the sound of a can opener

#### QUESTION 2

Which of the following areas of the brain are involved with learning declarative memories and sequential tasks?

- A the cerebellum
- B the brain stem
- C the occipital lobe
- D the prefrontal cortex

#### QUESTION 3

The stage in classical conditioning where the researcher tries to establish an association between two stimuli is known as

- A spontaneous recovery.
- B the pairing stage.
- C the extinction stage.
- D the acquisition stage.

Questions 4, 5 and 6 refer to the following scenario.

Ros has a beautiful holiday house in Portsea that she visits on weekends. While she's there, she loves to listen to her favourite CD while cooking dinner. Ros realises that now when she listens to that particular CD, she salivates.

#### QUESTION 4

Ros's response to the CD is an example of

- A a fixed action pattern.
- B a conditioned reflex.
- C classical conditioning.
- D operant conditioning.

### QUESTION 5

The song on the CD is

- A the conditioned stimulus.
- B the unconditioned stimulus.
- C the conditioned response.
- D the unconditioned response.

### QUESTION 6

Ros buys a live recording of her favourite CD. When she plays this CD, she does not salivate. Why is this so?

- A Ros isn't hungry.
- B Ros is experiencing stimulus generalisation.
- C Ros is experiencing stimulus discrimination.
- D Ros is experiencing spontaneous recovery.

### QUESTION 7

Which of the following is **not** a technique used in the treatment of phobias?

- A graduated exposure
- B flooding
- C cognitive behavioural therapy
- D aversion therapy

**Questions 8, 9 and 10 refer to the following scenario.**

Ms Lanati teaches at a local high school but her class is often rowdy. She decides to give each of her students a lollipop for every lesson they were well-behaved, and to give them a 5-minute detention after every class they are not well-behaved.

### QUESTION 8

According to operant conditioning, what is likely to happen when Ms Lanati implements this policy?

- A The class will misbehave more often.
- B The class will behave more often.
- C The class will behave erratically but then their behaviour will get better.
- D There will be no change in the class' behaviour.

### QUESTION 9

In the example above, the operant is

- A the lollipop.
- B the detention.
- C the class' behaviour.
- D the teacher.

### QUESTION 10

In the example above the reinforcer is

- A the lollipop.
- B the detention.
- C the class' behaviour.
- D the teacher.

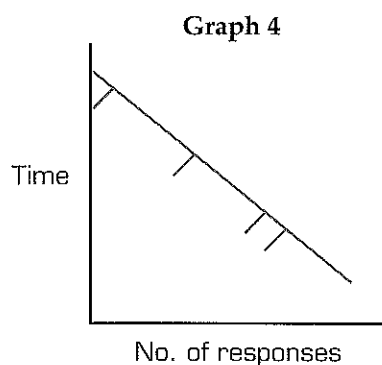
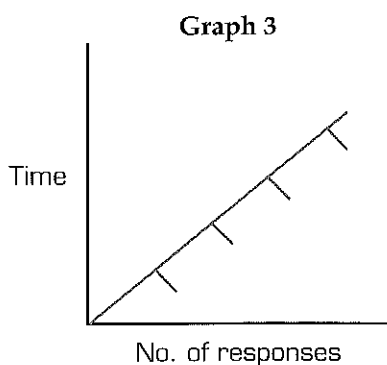
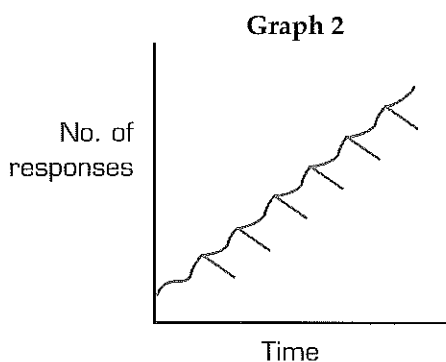
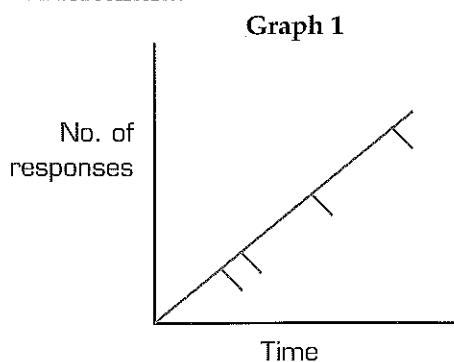
### QUESTION 11

Which of the following is a similarity between response cost and negative reinforcement?

- A They both decrease the likelihood of a behaviour occurring.
- B They both present a stimulus to the learner.
- C They both remove a stimulus from the learner.
- D They both increase the likelihood of a behaviour occurring.

### QUESTION 12

Which of the following graphs most likely represents the response rate of a rat on a fixed interval schedule of reinforcement?



- A Graph 1
- B Graph 2
- C Graph 3
- D Graph 4

### QUESTION 13

Which of the following is **not** an important factor when establishing a token economy?

- A The learner must know how tokens may be earned.
- B The learner must know how tokens can be lost.
- C The learner must know how many tokens are needed for exchange.
- D The learner must know what sort of tokens will be used.

### QUESTION 14

Which of the following statements regarding spontaneous recovery in classical conditioning is **false**?

- A Spontaneous recovery involves the reappearance of the unconditioned response.
- B Spontaneous recovery only occurs after a rest period.
- C Spontaneous recovery does not always occur.
- D When spontaneous recovery occurs the response is usually weaker than it was originally.

### QUESTION 15

Which of the following is a difference between classical and operant conditioning?

- A In classical conditioning the learner is active, while in operant conditioning the learner is passive.
- B In classical conditioning stimulus generalisation occurs, whereas this does not occur in operant conditioning.
- C In classical conditioning, the time between the stimulus and response can be greater than operant conditioning.
- D In classical conditioning the response occurs after the stimulus, while in operant conditioning the response occurs before presentation of the stimulus.

### QUESTION 16

Which of the following is a difference between classical conditioning and one-trial learning?

- A One-trial learning requires repeated association between two stimuli.
- B Stimulus generalisation is less likely to occur in classical conditioning.
- C Extinction is less likely to occur in one-trial learning.
- D All of the above.

### QUESTION 17

Thorndike's work into trial-and-error learning involved cats being placed in a puzzle box. The cats had to learn to operate in their environment to escape. Thorndike found that

- A the amount of time taken for the cats to escape increased.
- B the amount of time taken for the cats to escape decreased.
- C the number of incorrect responses the cats made increased.
- D there would be no change in the number of incorrect responses.

### QUESTION 18

Which psychologist is famous for their work on the influence on observational learning on aggressive behaviour?

- A Harlow
- B Skinner
- C Watson
- D Bandura

### QUESTION 19

In experiments conducted into insight learning, when the solution is tried and the answer to the problem is obtained, this is known as

- A preparation.
- B incubation.
- C insightful experience.
- D verification.

### QUESTION 20

Watson and Rayner's work with Little Albert demonstrated that a fear response could be conditioned. What stimulus was Little Albert originally conditioned to fear?

- A a loud gong
- B cotton balls
- C a white rat
- D a snake

### QUESTION 21

Psychologists do not look upon Watson and Rayner's work favourably in terms of ethical standards. Why is this so?

- A The child was too young to be experimented on.
- B Albert's full name has been published in many textbooks.
- C His fear response was not extinguished.
- D They physically harmed him during the experiment.

### QUESTION 22

In psychological research, the term 'random allocation' refers to

- A every member of the sample having an equal chance of being in the control or experimental group.
- B every member of the population having an equal chance of being in the sample.
- C every member of the population having an equal chance of being in the control or experimental group.
- D every member of the sample having an equal chance of being in the population.

## AREA OF STUDY 2: Mental health

### QUESTION 23

According to the statistical definition of normality, which person would most likely be considered normal?

- A a woman with a broken arm
- B a man who is between 5 and 7 feet tall
- C a boy wearing board shorts in winter
- D a baby who is born with teeth

### QUESTION 24

The distinction between what is considered normal behaviour and what is considered abnormal behaviour

- A does not change over time.
- B tends to be the same in all cultures.
- C depends on whether or not the person is physically ill.
- D may vary according to time and culture.

### QUESTION 25

Under which axis in the DSM-IV would anxiety disorders, such as phobias, be classified?

- A Axis 1
- B Axis 2
- C Axis 3
- D Axis 4

### QUESTION 26

Which of the following statements regarding the ICD-10 is **false**?

- A The ICD-10 is used exclusively for mental illness, not for physical complaints.
- B The ICD-10 is a categorical system of identifying mental health problems.
- C The ICD-10 is currently used in Australia.
- D The ICD-10 investigates symptoms and diagnoses of mental health problems.

### QUESTION 27

Which of the following factors is most likely a biological influence on mental health?

- A your parents divorcing while you are young
- B feeling socially isolated
- C having a hormonal imbalance
- D having below-average intelligence

### QUESTION 28

During the fight-flight response, which of the following physiological responses are **least** likely to occur?

- A pupils contract
- B perspiration increases
- C saliva production decreases
- D heart rate increases

### QUESTION 29

A physiological effect of prolonged arousal is \_\_\_\_\_, while a common psychological effect of prolonged arousal is \_\_\_\_\_.

- A irritability; fatigue
- B dizziness; headaches
- C stomach ulcers; anxiety
- D forgetfulness; heart palpitations

### QUESTION 30

Miss Bell constantly works very hard. During the year she has to mark 300 SACs, coach two tennis teams and run all of the social activities for the Year 12 students. Miss Bell is able to cope for a while, but eventually succumbs to tonsillitis. When Miss Bell developed tonsillitis she was most probably in the \_\_\_\_\_ stage of \_\_\_\_\_.

- A resistance; the general adaptation syndrome
- B resistance; the fight-flight response
- C exhaustion stage; the general adaptation syndrome
- D exhaustion stage; the fight-flight response

### QUESTION 31

Stress that produces high levels of arousal over time is commonly known as

- A eustress.
- B chronic stress.
- C acute stress.
- D a stressor.

### QUESTION 32

In the alarm reaction stage of the general adaptation syndrome, the body's resistance to stress

- A rises above normal level, then drops below.
- B rises above normal level.
- C drops below normal level.
- D drops below normal level, then rises above.



### QUESTION 33

Which of the following physiological changes does **not** illustrate the role of allostasis in maintaining stability?

- A adjusting cardiovascular systems
- B releasing cortisol
- C releasing adrenalin
- D voluntary movement of the body

### QUESTION 34

Which of the following terms is used to describe the experience of exerting control over autonomic functions?

- A allostasis
- B homeostasis
- C biofeedback
- D biopsychosocial feedback

### QUESTION 35

The release of gamma-amino butyric acid (GABA) helps to manage anxiety caused by phobias by

- A creating a sensation of pain.
- B suppressing neural impulses related to anxiety.
- C removing the sensation of pain.
- D exciting neural impulses related to anxiety.

### QUESTION 36

Gamma-amino butyric acid (GABA) is a

- A neurotransmitter.
- B hormone.
- C neuron.
- D part of the brain.

### QUESTION 37

Which of the following explanations for a patient having a phobia is most closely linked to psychodynamic explanations?

- A a biological or medical problem resulting in a phobia
- B an underlying conflict resulting in a phobia
- C an environmental trigger resulting in a phobia
- D a belief that you have a phobia but really you don't

**Complete Questions 38 and 39 ONLY if you have studied major depression. If you have not studied major depression, go to Question 40.**

### QUESTION 38

Sufferers of major depression are found to have too \_\_\_\_\_ of the neurotransmitter \_\_\_\_\_.

- A little; serotonin
- B little; dopamine
- C much; serotonin
- D much; dopamine

### QUESTION 39

Research into learned helplessness by Seligman discovered that dogs that have no control over avoiding an electric shock would

- A try to escape the shock every time, even if it was unavoidable.
- B try to escape the shock around half the time.
- C eventually give up on trying to avoid the shock all together.
- D consistently react differently depending on the dog.

**Complete Questions 40 and 41 ONLY if you have studied gambling. If you have not studied gambling, go to Question 42.**

### QUESTION 40

It has been found that compulsive gamblers have a chemical addiction similar to that experienced in drug dependence. This chemical addiction is a result of the release of which neurotransmitter?

- A serotonin
- B dopamine
- C adrenaline
- D cortisol

### QUESTION 41

Social learning theory seeks to explain compulsive gambling through establishing a link between behaviour and

- A a physiological response that occurs.
- B a chemical response that occurs.
- C its consequences.
- D genetic factors.

**Complete Questions 42 and 43 ONLY if you have studied schizophrenia. If you have not studied schizophrenia, go to Question 44.**

### QUESTION 42

Many medicational treatments for schizophrenia seek to

- A inhibit the release of serotonin.
- B stimulate the release of serotonin.
- C stimulate the release of dopamine.
- D inhibit the release of dopamine.

### QUESTION 43

Through the use of brain imaging technologies such as fMRI, schizophrenia has been linked to high activity in the

- A hippocampus.
- B prefrontal cortex.
- C brain stem.
- D parietal lobe.

**All students should complete the following questions.**

**QUESTION 44**

Which of the following sampling techniques provides the best chance for obtaining a sample that is representative of the population?

- A random sampling
- B stratified sampling
- C convenience sampling
- D random allocation

**QUESTION 45**

Which of the following is the quickest and easiest method for obtaining a sample?

- A random sampling
- B stratified sampling
- C convenience sampling
- D random allocation

**QUESTION 46**

Which of the following conditions must be met for informed consent to have been given?

- A Participants are made aware of the risks involved.
- B Participants are made aware of their rights.
- C Participants sign a form that gives their permission to be involved.
- D All of the above must be adhered to.

**QUESTION 47**

Participants have the right to remove their results at the conclusion of an experiment if they do not wish for them to be included. This is an example of

- A debriefing.
- B withdrawal rights.
- C confidentiality.
- D informed consent.

**QUESTION 48**

Ethical principles are an important part of psychological research. What are they?

- A moral principles and standards
- B rules that govern research
- C rights that protect participants
- D all of the above are correct answers

## SECTION B: Short answer questions

### Specific instructions to students

Answer all questions in the spaces provided.

#### AREA OF STUDY 1: Learning

##### QUESTION 1

A baby turning her head when you touch her cheek is an example of a \_\_\_\_\_; whereas a baby beginning to crawl is an example of \_\_\_\_\_.

2 marks

##### QUESTION 2

Name one neurotransmitter that is involved in learning, and explain the role that it plays.

Answer:

2 marks

##### QUESTION 3

Research into the brain's plasticity refers to the importance of critical periods. What are 'critical periods'?

Answer:

1 mark

##### QUESTION 4

Describe two features of classical conditioning.

Answer:

2 marks

##### QUESTION 5

Rosie has a fear of spiders, and has tried different techniques to overcome her phobia. She has now decided to try flooding.

a Explain how you could use flooding to treat Rosie's phobia.

Answer:

**b** What could be a negative outcome of this treatment?

**Answer:**

2 + 1 = 3 marks

#### QUESTION 6

What is the difference between graduated exposure and aversion therapy?

**Answer:**

1 mark

#### QUESTION 7

**a** Why is continuous reinforcement best for establishing behaviours in operant conditioning?

**Answer:**

**b** Why is partial reinforcement best for strengthening behaviours in operant conditioning?

**Answer:**

**c** Provide an example of partial reinforcement.

**Answer:**

1 + 1 + 1 = 3 marks

#### QUESTION 8

Explain two factors that make punishment most effective.

**Answer:**

2 marks

#### QUESTION 9

What is 'shaping'? Explain how it could be used to teach someone how to tie their shoelaces.

**Answer:**

2 marks

### QUESTION 10

Why are taste aversions commonly formed as a result of only a singular pairing between two stimuli?

Answer:

1 mark

### QUESTION 11

For each of the following researchers, fill in the type of learning they were known for researching and the type of animal they predominantly used in their research.

	Researcher	Animal used
Insight learning		
Latent learning		

4 marks

### AREA OF STUDY 2: Mental health

### QUESTION 12

What is the difference between 'mental health' and 'mental illness'?

Answer:

2 marks

### QUESTION 13

Explain how the functional and sociocultural approaches to normality define what is considered normal. Include an example to support your answer.

Answer:

Functional approach:

Sociocultural approach:

4 marks

### QUESTION 14

a What is the dimensional approach to classifying mental disorders?

Answer:

b What is an advantage of the dimensional approach to classifying mental disorders over categorical approaches?

Answer:

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1 + 1 = 2 marks

#### QUESTION 15

Psychologists believe that biological, psychological and social development can impact on mental health. What is this approach called?

Answer:

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1 mark

#### QUESTION 16

a What is a 'phobia'?

Answer:

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b Why is a phobia considered an anxiety disorder?

Answer:

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2 marks

#### QUESTION 17

Leila suffers from claustrophobia. She hates small, confined places, especially elevators. When she was younger, she accidentally locked herself in a cupboard in her house. She was not found for several hours. Her mother still suffers enormous guilt over this, locks all the cupboards in the house, and constantly warns Leila of the danger of being locked inside a cupboard again.

a Explain the stress response that typically occurs when Leila experiences claustrophobia. Make sure you discuss at least two physiological changes.

Answer:

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b Explain two sociocultural factors that contributed to the development of Leila's phobia by referring to the example.

Answer:

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2 + 2 = 4 marks

Complete Question 18 ONLY if you have studied major depression. If you have not studied major depression, go to Question 19.

#### QUESTION 18

Explain how cognitive behavioural therapy (CBT) can be used in the treatment of major depression.

Answer:

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2 marks

Complete Question 19 ONLY if you have studied gambling. If you have not studied gambling, go to Question 20.

#### QUESTION 19

Explain how cognitive behavioural therapy (CBT) can be used in the treatment of an addictive disorder such as gambling.

Answer:

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2 marks

Complete Question 20 ONLY if you have studied schizophrenia. If you have not studied schizophrenia, go to Question 21.

#### QUESTION 20

Explain how cognitive behavioural therapy (CBT) can be used in the treatment of schizophrenia.

Answer:

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2 marks

Read the following research study. Questions 21, 22 and 23 relate to this study. All students should answer all of the following questions.

Following work conducted on the Mozart effect, a researcher wanted to investigate the relationship between children's exposure to music at a young age and their coping mechanisms later in life. The researcher advertised for participants in the local paper. Sixty-five parents of children aged 3–5 years answered the advertisement. The children were screened and 40 children were chosen for the experiment. The researcher randomly allocated 20 children to one group and 20 children to another group.

The children in Group 1 were exposed to music every day for a period of one year. Exposure to music included playing music, dancing to music and creating music. The children in Group 2 were not exposed to any music for one year.

Years later, the researcher located the participants from both groups after they had entered high school. He gave them all a coping mechanisms test. This involved a test with scenarios and a series of activities which involved them making decisions in emergencies, suggesting strategies for coping and survival, and reporting on how they felt when role-playing these emergencies.

He found that the children in Group 1 averaged 85% on these tasks, while the children in Group 2 averaged 82% on these tasks.

He found that the difference in coping abilities between Groups 1 and 2 was  $p > 0.05$ .



**QUESTION 21**

Write a suggested operational hypothesis for this experiment.

**Answer:**

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**2 marks**

**QUESTION 22**

Discuss one extraneous variable that may have influenced the results of this experiment.

**Answer:**

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**2 marks**

**QUESTION 23**

Are the results of this experiment statistically significant? Explain your answer.

**Answer:**

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**2 marks**